DOCUMENT RESUME

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ABSTRACT

This curriculum guide is designed for teaching health education to students in grades 4-6. Behavioral goals, teaching methods, learning experiences, resources, and evaluation methods are listed for the teaching of each of the eleven major concepts. A list of additional resource ma'erials is appended. (CJ)

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ANCHORAGE SCHOOL DISTRICT

Anchorage, Alaska

CURRICULUM AND RESOURCE GUIDE

FOR

HEALTH EDUCATION

LEVEL II - Grades 4 - 6

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, physical handicap, national origin, sex, or other prohibitions. This policy of the Anchorage School District is consistent with numerous laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Executive Order 11246, Title 41, Part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the 1964 Civil Rights Act, and Title IX of the Education Amendments Act of 1972. Inquiries or complaints may be addressed to the School District Human Relations or Equal Employment Officers or the Director of the Office for Civil Rights, Department of HEW, Washington, DC 20201.

This curriculum and resource guide was developed by teachers and nurses in the Anchorage schools, under the guidance of the Health Education Vertical Committee, and with the approval of the ASD Curriculum Steering Committee and School Board.

1971

Revised May, 1977

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SUGGESTED IMPLEMENTATION GUIDE

HUMAN GROWTH AND DEVELOPMENT SECTION OF THE IMPLEMENTATION OF ELEMENTARY/HEALTH EDUCATION PROGRAM

It is the responsibility of the school principal to insure that the School Board approved program is implemented in accordance with School Board Policies and Administrative Regulations.

Implementation Guidelines are as follows:

1. A letter is to be sent (sufficiently in advance) to parents of fifth and sixth grade students or handed to them during a report card or other conference with the parents which would inform them of the general course content, giving them an opportunity to review instructional materials and films on a specified date, and providing a permission slip for the parents' signature.

2. Instructional materials used in this program are limited to those approved by the School Board which are listed in the Health Education Resource Guide for Elementary Levels I & II.

3. Instructional materials used in this program shall be checked out through the Instructional Materials Center.

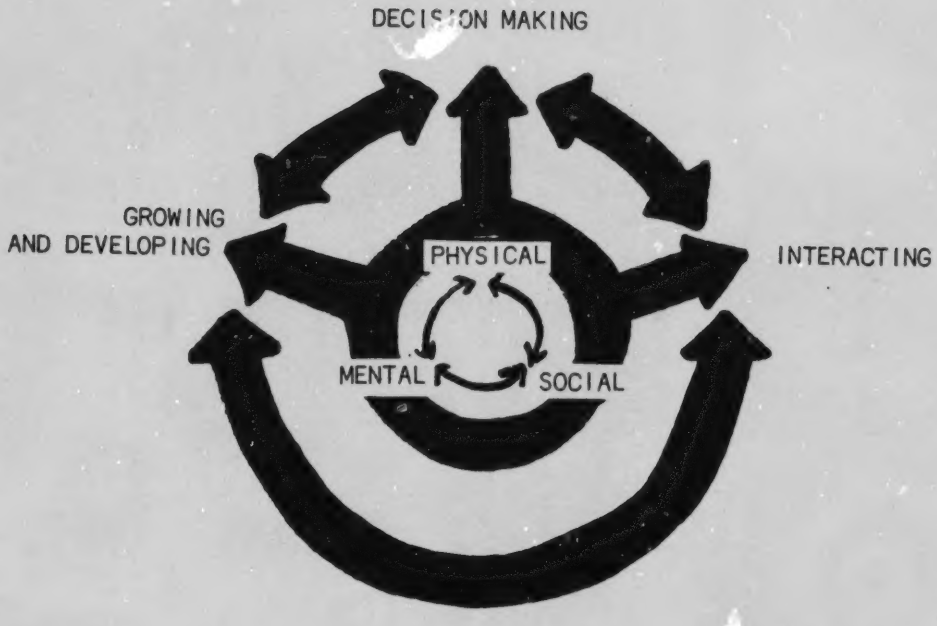
4. Films, filmstrips and other resource materials are to be used only at, or above, the grade levels designated, except in so-called combination classes such as 4-5 or 5-6 groupings or for students in accelerated programs.

5. It is desirable, but not mandatory, that the principal and/or school nurse shall be in attendance when films pertaining to the Human Growth and Development segments of Health Education are used; i.e. Human Heredity, Human Growth, Miracle of Reproduction, Boy to Man, Girl to Woman, Naturally a Girl, and Growing Pains.

6. The above-listed films will be shown to fifth and sixth grade boys and girls in separate groupings.

7. Children not participating in the program shall be given meaningful health instruction with everything possible done to avoid causing the child to feel uncomfortable or different.

8. Principals will be requested to report periodically to the Assistant Superintendent for Instructional Services regarding the number of pupils participating and those electing not to participate.



SYMBOL PORTRAYS
THE TRI-DIMENSIONAL CONCEPT
OF HEALTH EDUCATION.
EACH CIRCLE REPRESENTS
A TRIAD:
HEALTH AS A UNITY OF
MAN'S PHYSICAL, MENTAL,
AND SOCIAL WELL-BEING:
HEALTH BEHAVIOR AS
KNOWLEDGE, ATTITUDES,
AND PRACTICES;
AND THE FOCUS OF
HEALTH EDUCATION AS
THE INDIVIDUAL, FAMILY,
AND COMMUNITY.
ALL OF THE COMPONENTS
ARE INTERDEPENDENT,
AND THE
RESULT IS DYNAMIC
INTERACTION.

SAMPLE LETTER TO PARENTS

ANCHORAGE SCHOOL DISTRICT
Your School
Date

Again this year we are offering a program in human growth and development as a portion of our health program. This program is offered as a service to parents and is intended to supplement teaching in the home and church.

The specific objectives of our program are:

1. To continually stress a wholesome, healthy attitude toward life.

2. To develop a scientific vocabulary which permits a dignified discussion of the natural processes.

3. To encourage students in finding answers to their questions.

4. To help pre-adolescents understand the changes taking place in their bodies, and that there is a variance in the rate of growth and maturity in individuals.

5. To continue to develop the child's appreciation of his family and his responsibility and loyalty towards the family unit.

6. To help the student thoughtfully assume his role as a boy or girl.

7. To develop respect for and acceptance of social relationships.

8. To appreciate and respect the miracle of life.

If you have questions, please call the school (phone number).

Sincerely,

Principal

PARENTAL INFORMATION AND PERMISSION SLIP

ANCHORAGE SCHOOL DISTRICT
Your school
Date

Dear Parents:

Attached are the objectives from the Health Education Program for the Human Growth and Development Unit including human sexuality.

The following films dealing with human sexuality will be shown (date, time, place) to parents before their use in the classroom. We encourage you to attend. Films will be shown to boys and girls separately.

Fifth and Sixth Grade	A. Human Heredity (15 minutes).
	B. Miracle of Reproduction (15 minutes).
	C. Naturally a Girl (15 minutes) (Girls only).
	D. Boy to Man (15 minutes).
	E. Girl to Woman (15 minutes).
	F. Especially for Boys (10 minutes) (Boys only).
Sixth Grade	A. Human Growth (15 minutes).
	B. Growing Pains (15 minutes).

Please complete and return the form below. Children not participating in the program shall be given meaningful health instruction with everything possible done to avoid causing the child to feel uncomfortable or different.

( ) I wish my child to participate in the Growth and Development Unit of the School Health Program.

( ) My child does not have my permission to participate in this Unit of the School Health Program.

( ) I will contact the school principal regarding the program.

Student Name_____ _____
Signature of Parent or Guardian

Teacher_____

Please return only to school office no later than Wednesday, (Date).

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GROWTH AND DEVELOPMENT INFLUENCES AND IS INFLUENCED BY THE STRUCTURE AND FUNCTIONING OF THE INDIVIDUAL

CONCEPT 1

Growth and development is a stage in the process of growing and developing. In this concept the individual is viewed as a complex interacting and decision making organism with certain hereditary potentials. Body functions, environmental conditions, the use of certain substances, and other factors may promote or hinder growth and development at any given point on the continuum of growing and developing.

Behavioral Goals: A: DESCRIBES the basic structure and functioning of the human organism as it relates to growing and developing **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Analyzing	Structure and/or function of the various systems of the body 1. Skeletal 2. Muscular 3. Digestive 4. Circulatory 5. Nervous 6. Sensory organs 7. Reproductive 8. Respiratory	Models Overlays Charts Films Resource persons	
Motivating	Make a research notebook of one system of the body	Nurse	
Labeling	Various parts of the body in more detail	Physician	Give students pictures of systems of the body to label.
Discussing	How certain parts of the body are developed or used at one stage in our lives? How do certain parts of the body grow and develop all through our lives? Interact with other parts of the body?		Match parts of the body to what system it functions in, i.e., Heart - Muscular and Circulatory

Behavioral Goals: B. EXPLAINS the importance of certain personal health practices as they relate to the process of growing and developing. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Demonstrating	Prepare a program to present to lower grades on the need for daily toothbrushing and regular dental check-ups.	Resource people: Dentist Dental Technicians Beautician Podiatrist Nurse	Summarize health habits you practice daily, weekly, monthly and yearly.
Listing	Have class compile a list of daily health practices they would recommend and why.		Tell how these habits affect your growth and development.
Researching	Body odor, what causes it and how we can eliminate it.		
Discussing	Proper clothes to wear for various occasions, as to material, social occasions, fit, climate, style, etc. Ways people from other countries groom themselves clean. Show dangers involved in poor habits.		
Observing	Have a beautician come to visit class and demonstrate good grooming, and tell its effect on the body part involved, for instance brushing hair and how it affects the scalp.		

Emphasize at grade 5

Behavioral Goals: C. CONCLUDES that although each organ and system has a special task, each is dependent on the other in meeting body needs

Method	Learning Experiences	Resource	Evaluation
Studying	Overlays to see how one part of the body fits with another one to form a whole person.	Models Charts	List one function and one of the other parts of the body that is associated with the following: Stomach Liver etc.
Analyzing	Interdependence of systems; i.e., how digestive system gets the nutrients for the entire body to function or how the stomach gets "butterflies" when emotions are stimulated.	Films Book – Strange Movie – Voyage	
Dramatizing	Acting as a "Piece of food" and tell or act out how you are going through the body, (similar to the book or movie "Strange Voyage")		

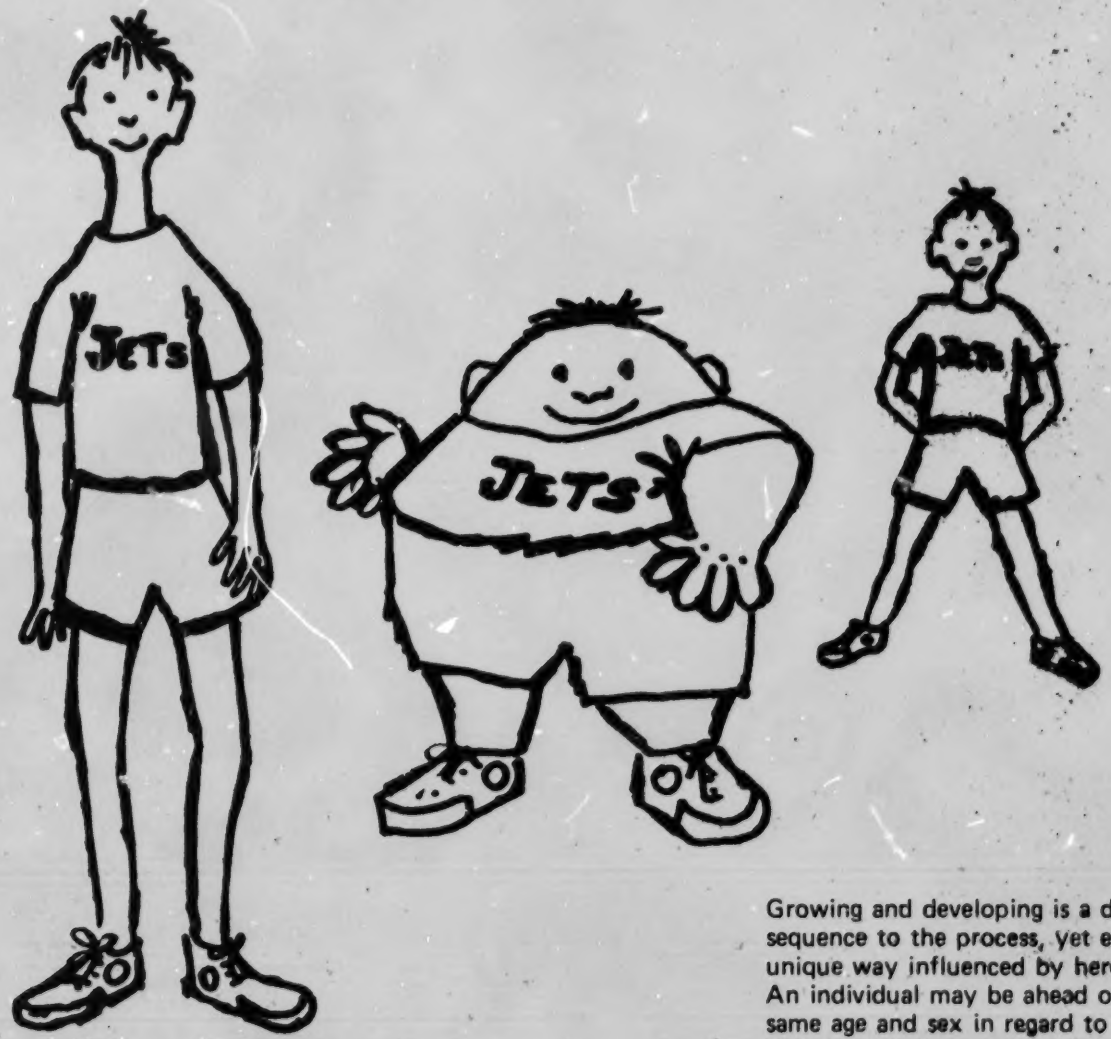
Behavioral Goals: D. IDENTIFIES ways in which girls are both physiologically ahead of boys and different in behavior and interests at the same stages of growth.

Emphasize at grade 5

Method	Learning Experiences	Resource	Evaluation
Discriminating	Have boys and girls poll their class for interests. See if they have a defined difference of interests.	Ht. and Wt. charts Film 'Human Growth' Film 'Human Growth'	List differences you have noted in this unit between boys and girls in behavior and interests.
Analyzing	Ht. and Wt. charts of class		Predict the growth pattern of boys and girls through adolescence - (to age 21.)
Comparing	Height and weight norm charts to see when you can predict the greatest differences between boys and girls in height and weight.		
Discussing	Feelings about being short or tall; skinny or overweight. Differences between boys and girls - socially, physically and mentally.		
Identifying	Write a theme on "My role in life now and my aspirations for later life."		
Classifying	Develop a guide for conduct at parties or school.		
Writing	Have a student tell how he used self-control in a situation.		

CONCEPT 2

GROWING AND DEVELOPING FOLLOWS A PREDICTABLE SEQUENCE, YET IS UNIQUE FOR EACH INDIVIDUAL



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Growing and developing is a dynamic process. There is a predictable sequence to the process, yet each person grows and develops in a unique way influenced by heredity, environment, and personal practices. An individual may be ahead of, the same as, or behind others of the same age and sex in regard to social, emotional, and physical maturity. Unique variations also exist between the sexes at the same age.

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A

Behavioral Goals: ILLUSTRATES ways children are alike and ways they differ in growth and development. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Discussing	Talk about 'Everyone has his own growth timetable.' Discuss and list in groups some of the responsibilities that you have this year that you didn't have last year.	Magazines Films Charts	Understanding how you are growing other than in height and weight.
Discussing and Listing	Show a picture of an adult in a particular situation and have students discuss and list what a first, third, and sixth grader would do in the same situation.		List some ways you are different from other students and some ways you are alike others.
Comparing	Keep and compare height and weight records throughout the year on individual children.		Think back to a time when you became angry and how you dealt with it. How would you handle it now?
Comparing & Contrast	Write a paper on 'How I felt the first day of school in 1st and 4th grade.'		Write about a time when anger is a useful emotion.
Analyzing	From baby books and school records, students can understand that growth for children occurs in spurts and that these spurts do not occur in all children at the same time. Write anonymously 'How I feel when I stand by someone taller (or shorter.)' Make a growth chart of brothers and sisters. Determine the different growth patterns.		
Role-Playing	Role play examples of unrealistic expectations a person may have of himself.		
Observing	Have students go to a kindergarten class and observe unobtrusively the social maturity of different individuals i.e., fighting, playing in groups, etc. (Are the students all the same in social maturity?)		

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Behavioral Goals: B. COMPARES individual growth status with information contained in growth charts. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Comparing	Keep and compare height and weight records throughout the year on individual children.	Charts Textbooks	The student should be able to compare and analyze his growth status with a chart that the class has made.
Comparing	Compare student's assessment of his body type with other students' assessment of him.	Films	
Analyzing	Show pictures of children of different sizes. Ask 'what makes the differences?'		
	Three body types in which students fall. Information found in growth chart.		
Researching	Have students make a chart on things (mental and social) that they should be able to do at different ages.		

Behavioral Goals: C. DESCRIBES how growth and development occurs unevenly for body parts, systems, and functions. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Reporting	Have two students go to each grade level and survey the number and which teeth are missing in the different age groups. (Importance of proper dental care is emphasized as the pupils learn about the new teeth that are a part of their own pattern of growth.)	Text books Films Filmstrip Charts	The student should be able to name some examples of our body systems, or functions that grow or develop at different rates.
Observing and Discussing	Identify physical activities that different age groups should be able to do and determine how many can perform the activity (i.e., throwing ball, jumping, skipping, etc.) Discuss the reasons why all the students couldn't perform the activity.		
Researching	Research the function of the tonsils and survey the number of pupils in each grade that still have their tonsils. (Same could be done with (the appendix) Reearch the development of the eye through the first twelve years of development.		

Behavioral Goals: D. IDENTIFIES different ways boys and girls grow physically, mentally, and socially. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Discussing	Discuss how anxiety, fear, anger, and eating may affect a person physically, mentally, socially, and emotionally. In groups discuss some of the signs that you are growing up physically, mentally, and socially. PHYSICALLY – Gains in height and weight, large feet, bigger bones and muscles. MENTALLY – Reading more difficult books, solving more complex math problems. SOCIALLY – Learning to understand better the feelings and attitudes of others. EMOTIONALLY – Learning to understand and deal with one's own feelings.	Charts Films Filmstrip T.V. Guide	The student should be able to list three examples of each physical growth mental growth social growth
Dramatizing	Dramatize different ways you reacted on the first day of school in perhaps first grade and then in fourth grade.		
Analyzing	Have students tell the class about some problem a character in a book was having and how he solved it.		
Decision-making	Finish statement 'Since I'm ten years old I don't want a birthday party. I would rather have a. . .'		
Reporting	Write a story telling all the things you like about yourself. Take a survey how many like the same TV show; same foods, same games; etc. (Respect others differences of opinion)		
Discriminating	Make a list of some ways in which your best friend is different from you.		

Emphasize at grade 6

Behavioral Goals: E. PREDICTS the kind of growth and development changes that may occur in some individuals during the preadolescent years.

Method	Learning Experiences	Resource	Evaluation
Discussing	Discuss differences in growth patterns and rates of development in individuals	Charts Films Filmstrips	The student should be able to list some of the changes in growth (physically and mentally) in some individuals during preadolescent years.
Researching	How will children tend to do their growing in the next few years? (Some will start to grow very rapidly; others may not; girls usually start to do their fast growing about two years ahead of most boys their age; eventually many boys' catch up.)		
Reporting	Let pupils tell or draw pictures of how they have grown and predict how they will grow. (Can predict from growth charts.)		
Predicting	From a growth chart let pupils predict when human beings grow the fastest.		
Researching	Read and research in books or charts what a year older student can do.		
Predicting	Write a paper 'What my parents will let me do when I'm a year older.'		
Interviewing	Have a student from sixth grade come to fourth grade for an interview concerning growth and development they have seen in themselves and others since fourth grade.		

PROTECTION AND PROMOTION OF HEALTH IS AN INDIVIDUAL, COMMUNITY, AND INTERNATIONAL RESPONSIBILITY

CONCEPT 3

The individual, through independent and cooperative action, has a basic responsibility for safeguarding, maintaining, and enhancing health. In some instances, raising the health status of people or solving specific health problems can be done best by organized community efforts. Community as perceived in the context of this concept geographically includes villages, towns, metropolitan areas, states, nations, and the expanding universe. Health knows no boundaries.

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Behavioral Goals: A. EXPLORES functions of and the range of career opportunities in health-service professions and allied fields. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Listing	Have children list common health-service professions and allied fields. (Nurses, various health and safety inspectors, counselors and other mental health personnel, educators, doctors, sanitational personnel, etc.)		Have each child pick one health service-oriented occupation and in the first person describe his functions, qualifications, etc.
Analyzing and Drawing	Have children make a mural illustrating the functions and career opportunities in each of the health-service professions as previously listed.	Films Field Trips	
	Do all of these jobs require the same amount of training and education? Why not? Which require the most. . . the least?	Resource Personnel Relatives State Employment Representative	
Interviewing	Invite a representative from the State Employment Agency to discuss career opportunities in health service occupations. Go into the functions and roles of several occupational categories.		
	Have the children encourage relatives who are working with health-oriented organizations to visit class, commenting on their functions and careers.		
Observing and Questioning	Tour the hospital, Public Health Dept. and/or other Health facilities. (Small groups preferred with each group reporting back to class.)		

Behavioral Goals: B. COMPARES health programs, facilities, and services provided by organized segments of society. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Listing	List professional, social, educational and volunteer groups who provide services which help our health growth. (Local, state and federal departments, religious groups, professional associations, sports groups, etc.)	Films Filmstrips Resource Personnel	Have class list several service agencies provided by organized segments of our society and have the children comment on the services provided by each.
Drawing and Enumerating	Make large charts illustrating each of the above health service groups. Give the programs, facilities and services identified with each group. Why are there so many groups? Why isn't the government given full responsibility. Is there a need for these groups to work together?	People connected with health services in the community. Free materials	
Researching	Have children collect magazine pictures which illustrate common health programs, facilities and services.		
Listening and Questioning	Invite personnel from several health agencies to discuss and compare their roles in protecting our health.		
Observing and Comparing	Take field trips to community health service agencies, comparing their facilities and services. (Public health dept., hospital, etc.)		

Behavioral Goals: C. DESCRIBES skills and techniques required to meet existing and emergingcommunity health needs. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Investigating	Break into small committees and explore the skill and techniques for a separate agency involved with protection and maintaining of public health. (Governmental groups: Civil defense, Mental health, Sanitation Dept., Welfare Dept., Enforcement agencies, etc., and private: T. B. Association Mental Retardation groups, Cancer Research, Heart Assoc., etc.)	Films Filmstrips Free Materials Resource Persons: Representing various health service agencies.	Have children match items on a double item list describing the skills and techniques desired for various health agency occupations on one side and the occupations comprising the other.
Discussing Analyzing and Role Playing	Discuss what type person might do well in the various health related agencies brought out in above activity. Act out several situations showing the implementation of services rendered by the health service agencies.		
Listening and Questioning	Invite several representatives from health service agencies to discuss their functions and skills necessary to do their jobs.		
Researching	What skills or techniques do you need to be a: dentist nurse medical technician, etc.?		

Emphasize at grade 6

Behavioral Goals: D. EXPLAINS why some health related efforts are common to all communities while others are unique to certain communities.

Method	Learning Experiences	Resource	Evaluation
Discussing	Name some health-related efforts which are common to most communities, i.e., immunization program, mental health, communicable disease control, sanitation etc.	Films Filmstrips Resource Books Brochures Charts	Have children list some health-related efforts common to all communities and another list describing efforts unique to certain communities. Use in connection with the chart-making learning experience.
Researching and Identifying	Have a committee do research geared toward identifying health services in our own community which some other communities might not have.		
Interviewing	Have a student call the Public Health Dept. to find what they consider are some health services which they provide which are unique to our own community.		In open discussion situation ask why some health-oriented efforts are particular to certain areas and communities.
Listing	Make chart identifying and listing some health-oriented efforts common to most communities and another list describing efforts unique to certain communities.		
Analyzing	As a class activity discuss why some health services are unique to certain communities.		
Researching and Comparing	Have a committee investigate community health services for areas which they are studying in social studies. Compare to those of our own community.		

Behavioral Goals: E. IDENTIFIES factors that influence the nature of community health activities. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Listing	List environmental factors of our own community which are not typical to most American communities.	Resource Books Films Film Strips 8 mm Single Concept film	
Identifying	Which of the above listed factors influence the health activities of our community?		
Investigating Researching Reporting and Contrasting	Assign four groups to investigate four comparitively different geographical regions of the world in order to determine factors which might influence their health needs and community health needs and community health activities. Report to class and point out contrasts.		Each student will list several factors that influence the nature of community health activities.
Constructing	Construct chart or bulletin board illustrating the above activity.		
Analyzing	How does public attitude influence the nature of community health activities? Who funds various health services		
Dramatizing	Have children play a verbal game emphasizing factors which influence a community's health services (A child begins by stating environmental factors associated with a community, i.e., steel mills. The group must decide how the health activies of that particular community would deal with that factor, which in this case might be pollution control and respiratory illness education. Other ideas: loud noises, harsh weather, etc. Have children decide a way they can be a factor which could influence the community's health activities.		Note closely the results of the children's response in regard to how they could be a factor which influences community health activities.

THE POTENTIAL FOR HAZARDS AND ACCIDENTS EXISTS, WHATEVER THE ENVIRONMENT

CONCEPT 4

Many sources of danger are present in the environment, some of which may produce injury, illness, disability, or death. Sensory, motor, emotional, and a complexity of other factors are involved in reducing and modifying hazards. The conceptual understanding in this instance is that of learning to enjoy life to the fullest with its adventurous pursuits, but respecting the potential for hazards and accidents through adequate planning, preparation, and foresight.

Behavioral Goals: A. RELATES precautions to the reduction of hazards and accidents. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Listing	List ways in which prevention of traffic accidents are controlled by law: e.e., written examinations and driver's test, parking and speeding tickets, safety belt and better brake laws, driver education courses, etc.	Film Filmstrip Charts	Safety quiz – in five minutes see how many rules students can write about a certain topic.
Drawing	Make posters showing rules to follow concerning swimming and boating, and ice safety.	Resource persons: Safety Officer Guide Hunter Parent	
Lecturing	Have parent, hunter or guide discuss and illustrate safety while hunting or accompanying a hunter.		
Discussing	Have a member of Vehicle Safety Dept. relate to students his responsibilities as a pedestrian, bicycle rider, snow machine operator, etc.		
Planning and Implementing	Plan and carry out an "Accident Prevention Week," in your school including speakers, posters, bulletin boards, all-school assembly, etc. Try pictures taken at school of and by students.		
Role-playing	Role play some safety and health precautions in the school.		
Investigating	Investigate ways in which students can help prevent pollution on an individual basis.		

Behavioral Goals: B. CITIES authoritative data related to the occurrence of accidents. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Surveying	Make a survey of the accidents in your school. Note where they occurred and what caused the accident. Write slogans that may help others to avoid the accidents.	Films Filmstrips Resource persons Police Officer Firemen Insurance Man School Custodian Health Officer Mayor	Student should be able to list five main causes of accidental death in US and Alaska.
Reading and Discussing	Read and discuss the National Safety Council's list of main kinds of accidental death. Compare to Alaska's list of causes and number of deaths. List 3 leading causes of death for elementary age groups.		Student should be able to list six agencies in his community which have rules governing safety.
Researching	Discover how many agencies (police, fire, health dept.) in your community have written guides for safety. Obtain and peruse them.		
Writing and Reviewing	Write to the Bicycle Institute of America for information regarding bicycle safety. Review booklets.		
Interviewing	Visit your city hall and inquire about accident prevention practices in your town.		
Reporting	Obtain information by writing to various insurance companies and asking for materials on safety. Give class reports.		

Behavioral Goals: C. ILLUSTRATES relationships between accidents and human behavior. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Listing	List accidents which students know occurred because a person's 'thoughts strayed.'	Film Newspapers	Students list common causes of accidents, with emphasis on human behavior.
Discussing	1. Discuss the reasons why an angry person is more likely to have an accident than a calm person. 2. How does plain common sense help prevent accidents? 3. What is meant by 'accident prone?' 4. Is is necessary to have rules in order to have fun? 5. Is alcohol consumption a factor in the accident picture in the U.S.?	Free Materials Resource persons Law Enforcement Officer Ambulance Driver Emergency Nurse	Review and evaluate stories written by students.
Researching and Analyzing	Research to find out the hour when most accidents occur. (When members of family are hungry, tired or both.)		
Writing	Write stories about accidents which have occurred when someone is 'showing off.'		
Reviewing and Analyzing	Collect newspaper accounts of accidents where human behavior was the cause. Review and discuss them.		

Behavioral Goals: D. REPORTS the effects of environmental factors on the health and safety of individuals and groups. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Analyzing	Study newspaper accounts of earthquakes, floods, epidemics, frostbite, etc. and their effects on large segments of the population.	Newspapers Magazines	Students should be able to list some common environmental factors which cause a threat to health and safety.
Listing	List summer sports (and then winter sports) which often account for many accidents and fatalities	Films	Write a statement on this question:
Researching	Research to find out which three holidays account for the most accidental deaths.	Resource Persons City Engineer Home Economist	"Do we have a responsibility to turn the world over to new generations in as good condition (or better) as it was given to us?"
Listing	List the things you can do to your own home to provide a sanitary environment; (dust daily, scrub bathroom fixtures frequently, empty garbage regularly, keep refrigerator clean, etc.)		
Discussing	Discuss the things we do today that may damage our health in the future; smoking, drug abuse, use of alcohol, breathing polluted air, consuming polluted water, etc.		
Investigating	Investigate pollution status and standards in own community and how they compare to other communities.		

Behavioral Goal: E. DEMONSTRATES basic first aid procedures **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Discussing	Demonstrate how to communicate the need for help.	Nurse Paramedics Fireman	Complete each section test given in Red Cross Basic First Aid Books or Johnson & Johnson's series.
Rote Memory	Memorize the means of obtaining emergency aid by dialing 911.	AV Materials Medical self-help films	Return demonstrations of selected first aid emergency treatments.
Reading and Verbal Response	Proceed systematically through the programmed first aid text of choice.	Film: How To Save A Choking Victim, The Heimlick Maneuver	
Observe and Demonstrate	Observe demonstrations of selected first aid procedures. Return demonstrations of the same procedures.	Heart Association Film "Breath of Life"	
Observe and Demonstrate	Students may spend time observing in nurse's office and assisting with first aid under the nurse's supervision.	Practice materials available through nurses' office.	

THERE ARE RECIPROCAL RELATIONSHIPS INVOLVING MAN, DISEASE, AND ENVIRONMENT

CONCEPT 5

The dynamic interplay of the individual, disease, and environment results in varying degrees of health. In this relationship conditions may be produced in man which range from death to high-level wellness. These varying levels of wellness may be the result of transactions involving biological and physical aspects of man's environment. In an effort to achieve high-level wellness the individual may adapt to or modify the environment. Man, in essence, is not apart from environment.

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Behavioral Goals: A. NAMES various methods by which disease can be prevented, controlled, or cured. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Identifying	Make posters showing some of the things you can do to help prevent the spread of germs and discuss.	Posters Films	The student should be able to take two diseases and name the method by which it can be prevented, controlled and cured if possible.
Identifying	Take a field trip to a processing plant to see how milk is pasturized.	Public Health Inspector	The student should be able to explain some good preventative health practices and why.
Classifying	Make a scrapbook or report on some of the ways the community wages war against the spread of disease.	Filmstrips	
Researching	Make reports why various important individuals are known in the war against disease. Examples: Louis Pasteur, Robert Kock, Joseph Lister, Charles Laveran, Walter Reed. Research how the water supply to your home is made safe. Research how sewage is treated. Research the life cycle of mosquitoes and the diseases they carry and from this research decide how mosquitoes can best be controlled.		

Behavioral Goals: B. RECOGNIZES that a concern for wellness motivates individuals and organizations. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Recalling	Recall some of the things the community does to help control the spread of germs.	Film Resource Person Filmstrip Charts	The student should be able to give three examples of individual or organizational action to promote community health.
Discussing	Discuss and list the ways air and water pollution are causing much contamination in our modern world and how this has motivated organizations to press for laws to control pollution.		
Analyzing	Why are there laws concerning pets and why are they difficult to enforce?		
Comparing and Contrasting	Compare and contrast how the treatment of the ill has changed from that of early times and how attitudes have changed to the concept that public health is everyone's responsibility.		
Interviewing	Visit a volunteer organization that specializes in community health.		
Researching	Have committees research some various laws of the community governing the digging of wells and the installation of septic tanks. Research factors and procedures that a company utilizes to promote and protect mental health. Research the Kaiser Health Plan.		

Behavioral Goals: C. IDENTIFIES various sources of disease. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Discussing	Discuss and list various places where germs multiply best (pictures from magazines) Example: perishable food in refrigerator, flies, garbage cans, etc.	Film Magazines Tundra Biome Research	The student should be able to point out a place on the school property a good place for germs to grow and why.
Discussing	Discuss overpopulation in relation to healthful living. Example: Study of Lemmings (Compare overpopulation of lemmings to overpopulation of humans - emphasis on disease.)	University of Alaska	The student should be able to name five various sources of disease.
Discussing	Discuss emotions as a source of disease.		
Identifying	Define - "Psychosomatic"		
Analyzing	Have the children draw three types of microbes and make posters showing places of growth.		
Experimenting	Experiment on how antiseptics stop the growth of bacteria (use Petri dishes.)		
Researching	Research on diseases related to emotions.		

Behavioral Goals: D. CONCLUDES that immunization prevents and controls some disease. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Discussing	Discussion about some of the immunization shots the pupils had (List the shots on the board) a) What immunization shots are for. b) What disease does each immunization shot protect you against? c) What type of immunity do these confer: natural or artificial?	Magazines Films Filmstrips	The student will be able to take one disease and tell how immunization prevents or controls that disease. The child will check and bring up to date their immunization chart.
Discussing	Discuss clippings on medical progress. Ask if students have benefited from any of these discoveries. Let them make or bring up-to-date immunization charts.		
Discussing	Display drawings or photographs showing shape of different germs, then ask students what they know about the immunization developed to prevent that germ from causing disease.		
Researching	Have students do research to find that antitoxins contain dead or weakened germs that stimulate one's body to produce antibodies.		
Researching	Divide the students into groups and have them do research on one of the following topics. a) What are vaccines, serums, antitoxins, antigens? b) How do they work? c) What is the difference between natural (active) and artificial (passive) immunity? d) What are some important immunizations that scientists have developed?		

CONCEPT 6

THE FAMILY SERVES TO PERPETUATE MAN AND TO FULFILL CERTAIN HEALTH NEEDS

The family is a social group in which members interact with one another and relate most intimately to each other. As a social unit the family grows and develops in its own unique way. Through its structure it provides for the expression and exploration of a range of emotions, communicates the meaning of family, satisfies certain health needs, offers an opportunity for the expression of human sexuality, and serves in the transmission of culture and the perpetuation of man.

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Behavioral Goals: A. ILLUSTRATES relationships within a family that influence the degree of health and happiness of all members. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: biography, crisis, discipline, recreation, relationship, ideal.	T.V. Films Filmstrips NEA Unfinished Stories Resource Person Family Counselor	Develop, administer, and evaluate responses to open-end questions concerning family health relationships, such as, 'I try to follow the rules of our family because. . .' 'I try to help my younger brothers and/or sisters to understand their feelings because. . .' 'I assume responsibility in my family besause. . .' Have each child list some ways in which he can help make his family more pleasant and enjoyable.
Construction	Construct large figures of the typical family group and define the role and relationships of members on one another. Indicate how the actions or behavior of one member might influence others.		
Discussing	Do members of happy families ever quarrel? Do parents really love and understand their children even though they might discipline them often? Discuss several family situation TV programs, the inter-relationships, activities, style, etc.. Evaluate them according to authenticity of real life family situations in our society. Without reference to any particular family, discuss family conflicts that are not uncommon in our societies 'typical' family. (Touch on sibling rivalry, unrealistic expectations, overprotection and overdependancy, communication problems, etc.)		
Role-playing	Role-play solutions to the above discussed problems.		
Listing and Identifying	Compile a list of the social activities that a family can participate in together. Identify some of the obligations and responsibilities of each family member.		
Interviewing Listening Questioning	Invite a family counselor to class to discuss points concerning this topic.		

Behavioral Goals: B. IS AWARE that families in present day society display a wide range of characteristics. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Investigating Questioning	Provide opportunities to investigate questions as "How are family patterns in the USA similar to and different from those in other parts of the world?" Indicate why such similarities and differences exist.	Resource persons A person who has lived in a foreign country.	
	Invite a person who has lived in another country to relate family customs observed to class.	Overhead Transparencies	Evaluate the panel discussion participation and other group classroom activities for depth of understanding of the behavioral objective.
Analyzing	Through the use of panels or buzz group analyze how one might adjust to various family patterns; father only, mother only, foster parents, grandparents. Also discuss feelings when you are the only child or one of a large number of children.	Films 8 mm Single Concept films	Develop a teacher-constructed checklist or questionaire for reviewing student responses that concern family understanding regarding ranges of styles and characteristics and the role of family in society.
Constructing	Have students construct posters or charts which outline the functions of the family and the role of different family members. Show how functions and family roles might differ from family to family.		
Opionforming	Use a visual to illustrate ethnic differences. Discuss the worth of all individuals in the larger Family of Man. Discuss why some individuals behave as they do towards people of different ethnic groups. Research and discuss how a family's religion can affect its style and activities, and how each is deserving of respect.		Note closely the reaction of individuals to discussions concerning ethnic attitudes.

Behavioral Goals: C. DESCRIBES personal qualities which affect peer group relationships. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary; Code, conflict, courtesy, emotion, etiquette, frustration, leisure, peer group, manners, clique.	Films Filmstrips	Have the children list personal qualities which each feels are important to good relations with other human beings.
Reading and Analyzing	Have each child write down and share examples of peer group situations which reflect social conflict drawn from books. Include the source of the problem, the resulting feelings and actions, and the solutions presented by the book and others suggested by children.	Overhead Transparencies	Review and evaluate the discussions and other activities which point to personal qualities that affect peer relationships.
	Does your emotional growth influence your friendships with others? Have each child list the characteristics which he enjoys about some of his better friends. . . those he doesn't enjoy about some people. . . (what turns you off. . .)		
Discussion	In open-ended discussion form, discuss ways in which friends are necessary and important. Ask 'Are they really necessary?'		
Role-playing	Role play several situations illustrating children who are showing positive personal qualities and behavior which affect peer group relationships and attitudes.		
Dramatizing	Use puppet show to show good manners, etc. Have students prepare an illustrated scrapbook entitled "All About Me."		
Discussion	Use overhead transparencies to stimulate thought and discussion relative to peer relationships.		

Behavioral Goals: ~~D. EXPLAINS~~ **body changes which occur during puberty. Emphasize at grades 5, 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: Body type, endocrine, emission, gland, hormone, menstruation, organ, personality, puberty, secretion, security.	Films Filmstrips	Evaluate class discussion activities relating to height and weight changes and emotional impolications to body changes related to puberty.
Recording	(To be discussed in 5th and 6th grades only) Have each child construct a personal height and weight measurement chart. Compare to norms and recheck periodically.	Resource persons Nurse Doctor Counselor	Observe student behavior during viewing and discussions of the various films shown.
Comparing	Discuss the height, weight and body type of family members noting similarities and differences at the same and different ages.	Free materials	Prepare a written evaluation which measures understanding and attitudes related to the stated goal.
Drawing	Let students illustrate in cartoon form the differences between childish behavior and "grown-up" actions. Use role playing to act out an open-ended situation such as "What you would do if. . ."	Appendix I	
Discussing	Assess needs of group and discuss emotional problems which the children might anticipate connected with puberty. Discuss the need for a reliable person with whom to confide. Ask, "Who are these persons?" and "Are some people paid to do this?"		
Identifying	Identify the important endocrine glands and discuss their function and how they influence growth and development. Relate findings to discussion of menstruation and body changes in the male and female.		
Observing and Questioning	Use films and filmstrips along with qualified personnel to discuss concept of body changes during puberty and possible connected social, emotional and physical associated problems.		

Behavioral Goals: E. IS AWARE of the reproductive process and how life begins. **Emphasize at grades 5, 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: asexual, embryo, fertilization, fetus, germ cell, intercourse, maternity, ovary, ovum, penis, placenta, postnatal, pregnancy, prenatal, scrotum, semen, sperm, testicles, uterus, vagina, veneral disease, zygote. (to be discussed at 5th and 6th grade only.)	Films only as listed	Prepare a matching list evaluation form containing definitions and terms as given in the vocabulary list.
Discussing	Discuss the reproductive terms asexual, sexual and fertilization as they pertain in plants, animals, and humans. (to be discussed at 5th and 6th grade only.)	Resource Persons Doctors Nurses Counselors	Duplicate a drawing of the reproductive parts of a flower, an animal, and a human on a ditto sheet for labeling by the students.
Collecting Displaying	Provide for the collection and display of pictures of animals that are egg-laying. Using the opaque projector, contrast these with pictures of animals that bear their young alive.	Appendix I	Assess the students awareness of the reproductive process and how life begins through observation of the discussions on the topic.
Discussing	Discuss the role of the male and female care of the young. Identify and discuss those offspring that require care and protection after birth and those that are self-sustaining.		
Diagramming	Use committees to develop charts illustrating various stages of prenatal development, including some descriptive statements concerning growth and development.		
Listening and Questioning	Invite a pediatrician, obstetrician, or maternity nurse to discuss prenatal development, birth, and early development. Discuss some of the supersitions and misconceptions related to pregnancy. (Make chart).		Check students responses to a checklist of superstitions and misconceptions about pregnancy.
Discussing	Discuss the prevailing social and moral implications associated with the family unit and the basic social group. Might discuss different philosophies and evaluate each in terms of their ability to serve the needs of the children.		

Behavioral Goals: F. DEFINES heredity and is aware of inherited and acquired characteristics. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: chromosome, environment, eugenics, genes, genetics, heredity, inheritance, trait.	Films Filmstrips	
Diagraming	Diagram male and female genes as though they were two strings of beads. Have each bead represent a gene for a particular characteristic, such as skin color, height, hair color, etc..	Resource Persons: Researchers on Chromesomal Studies	Check diagrams and chart materials for accuracy and understanding of the contribution of parents to heredity.
Listing	Develop a chart of inherited characteristics. Make a list of inherited characteristics from parents and ancestors. Assist student in constructing a family tree.	Pictures	Develop a checklist showing 'sense and nonsense' statements regarding misconceptions in heredity.
Recording	Develop a chart showing characteristics acquired through environmental contact.	Appendix I	Have student write definitions for heredity and environment and make list of his own characteristics placing each under the correct influencing factor (Heredity or Environmental)
Discussing and Reporting	From readings about heredity and genetics have a student panel discuss how and why desirable and undesirable traits may be transferred from one generation to another, i.e., resulting in hybrid corn, pedigreed dogs, thoroughbred horses, etc..		
Observing	Survey the class for following inherited traits: widow's peak, free ear lobes, or attached ear lobes, ability to roll tongues (lengthwise, clockwise or counter-clockwise) hair whorl, chin dimple.		
Researching	Have a student do research on Mendel Law of Genetics.		

PERSONAL HEALTH PRACTICES ARE AFFECTED BY A COMPLEXITY OF FORCES, OFTEN CONFLICTING

CONCEPT 7

The choices an individual makes regarding sleep, relaxation, activity, care of teeth, eyes, and ears, and other facets of personal health are influenced by many factors. As an individual grows and develops, personal goals, social pressures, value structures, ethnic and religious beliefs, and past experiences create perplexing alternatives regarding health practices. Deliberate and informed decisions affect the level of well-being.

Behavioral Goals: A. DISCUSSES why parental guidance is still necessary in determining proper balance for sleep, rest and activity. Emphasize at grade 4

Method	Learning Experiences	Resource	Evaluation
Evaluating	What is considered 'adequate sleep' by class members? Take a poll of their parents and compare Discuss the findings	Pictures Films	Evaluate how your parents set down guidelines in your own balance of sleep rest and activity.
Tabulating	Keep daily activity and rest records. Discuss how you balance your day with periods of each.		Note students reactions to discussion questions under learning experiences.
Discussing	How do you feel when Mom says 'Time for bed.'? When you are watching a TV program? When you are outside playing a game? Can you ever get your parents to deviate from a usual bedtime? How and when? Are there times when a student has to assume the responsibility for balancing his own sleep, rest and activity? When?		
Reviewing	Signs of needing activity? Signs of needing rest? Bring in here not only the physical signs but also the mental and social signs.		

Behavioral Goals: B. DISTINGUISHES between normal and abnormal development of the tooth and gum structures. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Labeling	Study tooth and gum structures in detail. Label and define function of each.	Models	Assess by personal daily dental chart if pupils are practicing good tooth and gum care.
Discussing	What can happen in tooth development to cause abnormalities?	Charts	
	Why use a toothbrush and how? Water pik? Dental floss? Disclosirey tablets?	Resource Persons: Dentist Orthodontists Dental hygienist	List two abnormalities caused by poor dental care and what can be done to prevent these.
	What foods are particularly good for tooth and gum development? Why?	Water pik	
Demonstrating	Have dental hygienist come in to discuss the care of the gums and demonstrate.	Big toothbrush	
		Dental floss	

Behavioral Goals: C. DIFFERENTIATES between food, diet patterns and forms of home care that are beneficial and those that are detrimental to the teeth **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Researching	What foods and diets are particularly beneficial for tooth and gum development? Those that are particularly detrimental?	Exhibit of tooth and gums.	Assess your own daily diet to determine how it meets the requirements needed for tooth and gum development.
Tabulating	Forms of dental health care. Poll the class members for products which each pupil has in his own home.	Exhibit of dental hygiene products.	
Demonstrating	Have pupils make up solutions or substances and put a tooth (one that has come out) in each. Suggestions for these include a wad of chewing gum, coke, lemon juice, plain water, etc.	Literature on Above Resource People: Dietician Druggist Dental hygienist	

Behavioral Goals: D. EXPLAINS why desirable health practices are valuable in maintaining well-being. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Researching	Take a specific health practice and study it to see if it is a beneficial one, if it is done for social reasons, what illnesses or problems it may prevent. For example, nose blowing, standing up straight, cutting toenails straight across, using Q-tips to clean out ears, etc.	Transparencies Magazine articles Newspaper clippings Books	List what health practices you have learned about here that you plan to continue? That you plan to discard?
Defining	Talk about feelings of well-being vs. those of illness.		List characteristics of people with good mental health. 1. People who feel comfortable with themselves. 2. People who feel kindly about other people. 3. People who are able to meet the demands of life.
Discussing	Talk about traits of mentally healthy people. Discuss ways you can manage everyday problems in healthy ways.		

Behavioral Goals: E. REPORTS on habits and procedures related to continuing efficiency of the sense organ. **Emphasize at grade 5**

Method	Learning Experiences	Resource	Evaluation
Motivating	Posters can be made on health habits and procedures connected with a sense organ.	Resource people: Nurse Audiologist Optician Physician	Write a theme on 'I value (which sense) the most because. . .'
Lecturing	Have a doctor or nurse visit class to speak on health habits regarding ears or eyes.	Films	Commit yourself to one procedure to insure the continued good health of a sense.
Demonstrating	Assign a student to assist the nurse in screening eyes. Have student then demonstrate to the class what was learned.	Books	Divide the class into five groups and have each group decide as a whole which sense they would do without if they had to.
Observing	Invite nurse to demonstrate the audiometer and and how it checks hearing.		
Polling	Have class check its members to see who have had eye checks, hearing checks, or medical check-ups in the last year.		
Discussing	Signs of defective sensing.		
Analyzing	Completely close off the nose and have students test various foods. Do the same thing after blindfolding students. Analyze.		
Dramatizing	'Blindness' 'Deafness' 'No touch sensation' Discuss these feelings.		

Behavioral Goals: F. ILLUSTRATES ways in which personal choices affect health practices. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Discussing	Have class members talk about how each chooses to practice good grooming. List How does mass media promote individuals' choice-making in purchasing health products? What factors influence you in your decision to use or not to use tobacco and alcohol?	Magazines Books Films Filmstrips	Discuss ways you determine what you'd choose to promote your own personal health. List two choices you've made which you think are beneficial to your health and two you think are detrimental.
Researching	Drugs and Cosmetics are BIG BUSINESS! Evaluate advertising practices.		
Illustrating	Collect in a booklet the various choices you can make to prevent and get rid of a cold.		
Enumerating	List choice that may be detrimental to health. How can you know if your choice is a beneficial or detrimental one?		

UTILIZATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES IS GUIDED BY VALUES AND PERCEPTIONS

CONCEPT 8

Health status, knowledge, background experiences, feelings, health expectations, and related personal and interpersonal factors influence the utilization of health information, products, and services. In addition, one's value system -- those tangibles and intangibles which an individual considers to be important and desirable in life -- will guide in decision making and help direct actions.

Behavioral Goals: A. IS AWARE that emotions, family patterns, and values influence selection and use of health information products and services. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: advertising, characteristic, consumer, cult, emotions, fad, fallacy, gullibility,huckster, medicine man, product, quack, superstition, testimonial, value.	Films Free materials Books Resource persons: Pharmacist Nurse Advertising Agency Newspapers Magazines Pamphlets	Let students prepare a self-test on health fads, superstitions, customs, fallacies, and quackery. Evaluate oral or written answers to questions 'What are my Health beliefs?' Brief 'Fact or Fallacy' test.
Discussing	'Everyone is a health consumer.' Why is consumer health important to the individual and the group?		
Dramatizing	Arrange for a socio-drama or skit to illustrate how a quack might operate in selling a self-concocted product or service.		
Analyzing	Collect clippings of health products and summarize TV commercials. Have students identify words with emotional overtones and list ways people are influenced to buy the product.		
Compiling	Compile and discuss implications of some common superstitions about health.		
Identifying	Identify in small groups some of the customs that influence health practices. Discuss foundations for such beliefs.		
Discussing	How do family values, economic status and cultural factors influence selection and use of health products, in formation and services.		

Behavioral Goals: B. COMPARES AND CONTRASTS health information, products and services. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: bargain, beneficial, criteria, fraud, generic, ingredient, insurance, patent, prescription, selection	Books Magazines	Student asked to list three reliable sources of health information.
Comparing	Compare ways in which health information was disseminated by the pony express, stage coach, medicine man and mail service with present day methods.	Newspapers Pamphlets Film	Note and evaluate individual participation in class activities.
Reviewing	Select some pamphlets and publications relating to consumer health and have students review them at home with parents.	Transparencies	
Evaluating	Review daily newspapers and TV viewing and evaluate them for reliability in the health ads.	Resource persons: Pharmacist Pure Food & Drug Inspector	
Listing	List ways health services can best be secured by families.		
Classifying	Classifying health products into three categories; beneficial, potentially dangerous, harmful.		
Comparing	Compare some health products: i.e., iodized and non-iodized salt, various brands of cough drops, etc.		

Behavioral Goals: C. IDENTIFIES different kinds of medical, dental and health related specialists and their role in health services. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: competent, ethical, license, obstetrician, oculist, opthamologist, optometrist, pediatrician, pharmacist, profession, podiatrist, specialist, therapeutic, unreliable.	Film Videotapes Books	Have student indicate oral or written response to 'Why are consumer protection laws necessary?' Such as licensing of health personnel.
Identifying	Identify and describe work of specialists "Who am I?" captions with descriptions.	Transparencies	Have students match job descriptions with correct name of specialists.
Dramatizing	Dramatize situations where child has cold. Show roles of physician, pharmacist, FDA official, and grandmother.	Resource Persons: Pharmacist Doctor Federal Drug Administrator Dentist Nurse Village Aide	
Writing	As a class project, write to local or state chapter of American Cancer Society for information regarding quacks and cures. Also investigate other areas such as arthritis.		
Interviewing	Interview a physician about: daily work, prescription writing, ethical standards, local licensing requirements, and education requirements and certification.		
Investigating	Investigate some developments in health and medicine which have occurred due to specialization. Delivery of health service in Alaska variations. Likeness and difference to services offered in Northern Canada and Australia.		
Researching	Research differences between physician, osteopath and chiropractor in Alaska. Research levels of nursing - aides, licensed practical nurse, registered nurse. Specialties of work in nursing types of places nurses work.		

Behavioral Goals: D. CITES examples of agencies, groups, laws, and standards that protect the health consumer. Emphasize at grade 6

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: Agency, cosmetic, drug, enforcement, label, laboratory, legislation, precaution, safeguard, sanitary.	Films Free material	Read and evaluate student papers on health safeguards.
Listing	Make a list of local organizations protecting health. Then list national, and international organizations concerned with protection of the health consumer.	Resource persons: Doctor Nurse Health officer Butcher Plant Foreman	
Interviewing	Invite representative of local newspaper to discuss standards of acceptance and/or rejection of advertising and news items concerning health.		
Identifying	View sanitary procedures at food processing plant, food warehouse or meat packing plant. Encourage students to write paper on safeguards they observed.		Have students list six organizations which protect consumer health. Such as Federal Drug Administration.
Study Reporting	Study provisions of Food, Drug and Cosmetic Law. Have small groups report on major provisions.		

Behavioral Goals: E. APPLIES the knowledge that harm can result from self-diagnosis, self-medication, and the unwise use of drugs, medicines, devices, cosmetics, and dietary supplements.

Emphasize at grade 6

Method	Learning Experiences	Resource	Evaluation
Defining	Vocabulary: additive, ailment, caution, diagnosis, dose, hazard, ingestion, medication, prescription, remedy, self-diagnosis, treatment.	Film Transparencies	Oral or written vocabulary test involving common health practices terminology.
Drawing	Draw cartoons: 'I followed directions on the label' and 'I did not follow directions on the label.'	Resource Persons: Pharmacist	Use open-end response statements to appraise comprehension such as: 'What would you do if. . .'
Interviewing	Interview a pharmacist to become acquainted with labeling, dispensing, and safety precautions. Caution students not to consume medication prescribed for another person.		'When Johnny found the medicine cabinet in the dark, he. . .'
Discussing	Discuss products which should be kept out of reach of small children. Encourage students to help parents rearrange these products in own home.		'The rat poison was on the food shelf and. . .'
Motivating	Conduct a student/parent 'Clean out the Medicine Cabinet Campaign.'		'Joe didn't have a spoon handy to take his medicine so he. . .'
Reporting	Conduct an open forum discussion on self-diagnosis and treatment practices. Identify common ailments frequently handled without medical aid.		What health practice have you adopted modified or discontinued as a result of this study?
Researching	Research vitamins usage. Some are harmful in large amounts or at certain states of life. Research the harm that can result from misuse of devices and dietary supplements.		

USE OF SUBSTANCES ~~THAT MODIFY MOOD~~ AND BEHAVIOR ARISES FROM A VARIETY OF MOTIVATIONS

CONCEPT 9

The mood and behavior of an individual may be modified if alcohol, tobacco, amphetamines, tranquilizers, coffee and similar beverages, hallucinogens, and other substances are used. This modification may be beneficial, as with medically prescribed drugs, or harmful in some direct or indirect way. Social reasons, personal needs, psychological motives, and other pressures and circumstances underlie the use of such substances.

Behavioral Goals: A. ILLUSTRATES How, When, and Where, certain mood and behavior modifying substances are used for dietary, ceremonial, social, pain relieving and other reasons. **Emphasize at grades 4, 6**

Method	Learning Experiences	Resource	Evaluation
Discussing	Show pictures of people using mood and behavior modifying substances and give possible reasons for it. For example, tobacco, alcohol, candy, colors, etc.	Transparencies Bring in empty medicine bottles and labels	Take various behavior modifying substances and state how, when and where they are used for dietary reasons, social reasons, pain relieving, ceremonials, or for other reasons.
Dramatizing	A substance used properly vs. a substance used improperly. Develop skit on overdose of poisons to present to parents or elementary grades.	Resource personnel: TOPS member AA member Ex-addict Ex-smoker Community workers Counselors	Care should be taken to establish the degree of behavior modification produced by each of these examples and their effect not only on themselves but on others.
Researching	The use of mood modifiers in religion or by special cultures, as tobacco by Indians, incense in religious services		
Differentiating	List mood and behavior modifying substances commonly used by adults, by children.		
Research	Community agencies with programs for drug abusers i.e., Salvation Army, Alcoholics Anonymous, smoking clinics, mental health, teen-challenge, drug aide, etc.		

Behavioral Goals: B. DIFFERENTIATES among controls on purchase, possession, and use of substances and methods that modify mood and behavior.

Emphasize at grades 5, 6

Method	Learning Experiences	Resource	Evaluation
Differentiating	What products are controlled and by whom? Parents? State? Federal? Religions?	Transparencies Films Newspaper or Magazine clippings Booklets Books	Set up paper for four categories of differentiation of controls: Personal Family Religious Social (legal) Then have the students use the following symbols; FU - free use RU - restricted use NU - no use allowed Then suggest various mood modifying substances and have students indicate into which useage the substance falls.
Collecting	Clippings from newspaper articles stressing control of mood modifying substances and post them on a bulletin board.		
Observing	Have enforcement officer visit the class to discuss methods of controlling drug abuse.		
Discussing	How is control enforced? What is an allergy and how does this act as a control? Name various drugs and discuss what part is controlled – its purchase, possession, or use?		
Summarizing	Write a paper on the reasons behind control of one mood-modifying substance.		

Behavioral Goals: C. DISCUSSES why certain mood and behavior modifying substances and methods are used commonly and others only under special circumstances. **Emphasize at grades 5, 6**

Method	Learning Experiences	Resource	Evaluation
Debating	Pros and cons of smoking (bringing in peer influence.)	Transparencies	List mood modifiers used commonly or those used only under special circumstances. Tell why.
Decision-making	Take a poll of the class on "Will you smoke?" both before and after above debate.		
Discussing	How do we make our judgments about a mood modifying substance? How should we?		Ability to make individual decision on use of mood modifiers. Evaluate individual ability to be faithful to his commitment. Sources within family and community to assist individual in his commitment. Ability to recognize our deal with peer pressures.
Analyzing	Write a paper on 'Mood modifiers I use frequently' and state why.		
Debating	Select a specific mood modifying substance and have students debate pros and cons of a free or restricted use for it, i.e., marijuana, amphetamines, narcotics, etc.		
Assessing	Have class discuss feelings in regard to parental restriction of use of mood modifying substances.		
Enumerating	What special circumstances arise in which various mood modifying substances can be used: Morphine, Methadon, LSD, etc.		
Discussing	Discuss the statement 'What individuals, families, social groups, and societies judge to be acceptable for common use, what is to be restricted, and what is to be banned are always subject to change, depending on how the relative benefits balance with the relative harm. i.e., (see below) Is alcohol the most abused drug in the U.S.?		
	In referring to drug usage, what do we mean by 'danger of ignorance.'		
Listing	Write on the board all the reasons the class can think of that a person would use a mood modifying substance.		
	i.e. D.D.T. as a pesticide as opposed to destroyers of wildlife ecology,		
	Morphine as an addictive drug as opposed to a medicinal pain killer.		

Behavioral Goals: D. DESCRIBES the range of substances and methods used by *men to modify mood and behavior.* **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Study words related to mood modifiers such as barbituates, ehtyl alcohol, LSD, antihistamine, addiction, narcotics, tranquilizer, hallucinogen, amphetamines.	Transparencies Films Filmstrips	List mood modifiers each student has seen used in the last 24 hours.
Illustrating	Make a booklet illustrating various mood modifying substances.	Booklets 'The Choice is Yours' 'Have Kids Gone To Pot?'	
Discussing	Decide what facts about a substance should be noted; record these in the above booklet regarding the various substances.		
Reporting	Research one of the mood modifying substances and report to the class on them.	Books	
Discussing	What are 'pleasant' and 'unpleasant' feelings and do we produce them? What are 'pleasant' and 'unpleasant' actions? Pantomine different moods and have class identify.		Choose one mood modifier and list signs of its use or abuse.
Demonstrating	Visit a pharmacist to get drug advertisements, information and material about various mood modifiers, such as mild pain relievers, barbituates, tranquilizers, amphetamines, etc. Discuss the various aspects of each.		
Identifying	Define stimulant and list 'What stimulants I use' (Consider sugar, coffee, tea, colas, chocolate, cocoa, etc.)		
Constructing	As a class project, make a chart on mood modifiers noting facts the class feel are important, such as: name, weak or powerful drug?, picture form it comes in, socially controlled?, use, abuse.		
Enumerating	Name and list some substances circumstances, and/or modify moods. This will include food and non-food substances, things like pacifiers, cigarettes, situations like a good workout, TV show, music, etc.		

FOOD SELECTION AND EATING PATTERNS ARE DETERMINED BY PHYSICAL, SOCIAL, MENTAL, ECONOMIC, AND CULTURAL FACTORS

CONCEPT 10

Food is basic to life. Selection of foods and eating patterns help determine nutritional balance which, in turn, influences growth and development and well-being. In addition to physiological needs, food selection and patterns of eating serve social and psychological functions in daily life. Conversely, family income, peer group pressure, body size, food preferences, attitudes, ethnic background, and similar conditions relate to nutritional choices.

Behavioral Goals: A. IDENTIFIES functions of the foundation food groups. Emphasize at grade 4

Method	Learning Experiences	Resource	Evaluation
Identifying	Identify 'Basic Four' food groups: Milk group Meat group Bread and cereal group Vegetable and fruit group	Film Food magazines Charts	Can student name 'basic four' food groups? 'Dick ate the following for lunch: Hamburger, apple, potato chips, cola drink. Did he include food from each group?
Planning	Using the 'Basic Four' plan an entire day's menu to include three well-balanced meals plus nutritional snacks.	Resource persons: Nurse Nutritionist Cafeteria Mgr.	'Mary ate the following for breakfast:' Etc.
Discussing and Researching	Research and discuss how many servings a day from each food group you should eat.		
Constructing	Construct a chart showing the 'Basic Four' food groups which indicates how many servings per day from each you should eat.		
Discuss	Why each of the food groups is necessary for good health.		

Behavioral Goals: B. ILLUSTRATES that a variety of foods are necessary in maintaining a balanced diet. **Emphasize at grade 4**

Method	Learning Experiences	Resource	Evaluation
Discussing	Discuss the following: a. Does it really matter whether we have a well-balanced diet? b. Can a person's appetite be trusted in choosing all the foods a body needs?	Films Booklets Charts	Student should be able to list why a variety of foods are necessary in maintaining a balanced diet.
Drawing	Make a poster showing: Some signs of good nutrition Some signs that may indicate poor nutrition	Resource persons: Nutritionist Pediatrician	
Experimenting	Plan and carry out a rat experiment, feeding one a well-balanced diet for a period of six weeks. Compare results.		
Thinking	How do you feel about the fact that in the future we may just take a pill in place of our meals?		

Behavioral Goals: C. RELATES different eating patterns to family customs and backgrounds. Emphasize at grade 5

Method	Learning Experiences	Resource	Evaluation
Planning	Plan a balanced diet from the foods Eskimos formerly ate. Plan a balanced diet from the foods Arabs generally eat. Plan a balanced diet from the foods Mexicans generally eat.	Encyclopedias Geography books Librarian Parents Chef	Demonstrates some knowledge of a variety of foods. List some influences upon food choice of your own family.
Surveying and Analyzing	Survey class to find out individual dinner menus from preceding night and note similarities, unusual food, nutritional balance, etc.		
Planning Preparing and Consuming	Plan, prepare and consume an 'International Dinner' with dishes prepared by parents and children which represent family's national or ethnic origin.		
Listing	List some factors which may dictate the calibre of a family's daily menu: poverty, availability, geographical location, calorie count, etc.		
Researching	What controls or influences diets of different ethnic and cultural groups? Is change an easy process?		

Behavioral Goals: D. EXPLAINS how disease may result from an unbalanced diet and from a lack of certain foods. Emphasize at grade 6

Method	Learning Experiences	Resource	Evaluation
Researching	Research to find out the disease caused by a deficiency of: Vitamin A (Night blindness) Vitamin D (Rickets) Iron (Anemia) Iodine (Goiter) Thiamine (Beri-beri) Niacin (Pellagra)	Books Resource persons: Nutritionist	List some diseases which result from nutrient deficiency.
Discussing	Can our emotions be altered by the consumption or lack of consumption of certain foods? List some of these foods.		
Observation	Feed a hamster food from only one nutrient for a period of time. Observe results.		
Thinking	Why should we consider cholesterol and its effects upon the body? How may diet fads affect the body's well-being?		

Behavioral Goals: E. STATES how the general classes of nutrients are important to health. **Emphasize at grade 6**

Method	Learning Experiences	Resource	Evaluation
Defining	Define five general classes of nutrients: Vitamins, minerals, protiens, carbohydrates, fats	Film Filmstrips Charts Posters Resource persons: Dietician Nurse Cafeteria Mgr. Health Food Store Owner	Student can list all five classes of nutrients. Student can name some foods in each group. Student can name nutrient value of certain foods.
Experimenting	Following breakfast, have students abstain from all foods. Then thirty minutes before lunch give each student a candy bar to consume. Share changes in feelings and effects.		
Visiting	Visit Health Food Store and observe variety of foods on shelves. Discuss with owner the various values of foods.		
Constructing	Construct a chart showing examples of food to be found in the five general classes of nutrients.		
Researching	Determine what body functions are in need of which nutrients.		
Discussing	Is water a nutrient? What value is it? Why do doctor's often advise persons who are overweight to give up sweets? Can food take the place of medicine?		

GOOD MENTAL HEALTH INVOLVES VALUE AWARENESS, DECISION MAKING ABILITY AND EFFECTIVE SOCIAL INTERACTION.

CONCEPT 11

Mental health can be defined as feeling comfortable about oneself and aware of ones own values, being able to make decisions to meet the demands of life and dealing effectively with others. Individuals have feelings and personal qualities which influence their behavior and relationship with others.

Behavioral Goals: A: RECOGNIZES personal qualities which are important to good relationships with other human beings.

Method	Learning Experiences	Resource	Evaluation
Writing	Write an essay on "What I can do to be a friend to others."	Films Books Activity cards SRA (intermediate)	Observe the students ongoing relationships with their friends.
Identify	Make a list of "service" professions (eg. policeman, doctor, preacher, nurse, teacher, etc.) Have students identify personal qualities that each needs to work effectively with others.		Have the students list their own personal qualities which they feel make them a good friend.
Defining	Make a list of positive personal qualities such as loving, generous, trustworthy, sharing, understanding, caring, etc. Have students write what each one means to them.	Resource person Nurse Counselor Psychologist Service people	

Behavioral Goals: B: IS AWARE that there are different courses of action in any situation, with differing consequences of each.

Method	Learning Experiences	Resource	Evaluation
Describing Decision-Making	Tell about a time when you saw someone breaking a school rule. Describe what you did, if anything. Tell two other ways you could have handled the situation.	Films Books Activity cards SRA kit	Give the students a situation. Have them list three different courses of action.
Problem Solving	Show an "Inside Out" film or tell an open ended story. Have each child write his or her own ending. Volunteers may read theirs aloud.	Resource persons Counselor Psychologist Nurse	Give the students a situation with three different courses of action. Have them tell the possible consequences of each.
Dramatizing	Divide class into small groups. Using examples from L.E. No. 1, dramatize the consequences of each solution.		

Behavioral Goals: C: UNDERSTANDS and accepts the fact that people have different feelings which affect the way in which they behave.

Method	Learning Experiences	Resource	Evaluation
Role-playing Communication	Divide the class into groups, assign each group two roles, such as parent/child, student/teacher, student/student, sister/brother, parent/parent. Have each person draw a card giving an emotion. Group must then create and dramatize an interaction between the two where these feelings are communicated.	Films Books Activity cards SRA kit	Name a feeling. Have students list different ways people express that feeling. Have a child write out how they are: angry, hurt, sad, afraid, lonely, etc.
Draw	Draw a picture of a person showing the feeling that it is hardest for you to express.	Resource person Psychologist Nurse Counselor	
Analyzing	Give students an open-ended situation. List several feeling states. Have them tell or write how they would behave in that situation if they were feeling each of these ways.		

RESOURCE MATERIALS		CONCEPT NUMBERS										
	FILMS	1	2	3	4	5	6	7	8	9	10	11
F 20	Hear Better: Healthy Ears	x				x		x				
F 25	Let's Be Clean And Neat						x	x				
F 36	Safety On The Way To School				x							
F 38	See Better: Healthy Eyes	x				x		x				
F 243	Microorganisms That Cause Disease					x						
F 280	Water We Drink	x				x		x				
F 325	Nuclear Radiation			x	x							
F 385	Safety With Animals				x	x						
F 428	Learning About Your Nose	x						x				
F 433	Eat For Health	x									x	
F 464	Your Voice	x										
F 471	Safe Living At Home				x	x						
F 576	Why Do We Need Air?				x							
F 598	A Community Keeps House			x								
F 649	Fireman, The			x	x							
F 655	Policeman, The			x	x			x				
F 668	Why We Need Our Vegetables	x									x	
F 672	Boy To Man (Grades 5-6)*	x				x						x
F 673	Living And Growing (Rabbits)	x	x			x					x	

RESOURCE MATERIALS		CONCEPT NUMBERS										
	FILMS	1	2	3	4	5	6	7	8	9	10	11
F 674	Better Breakfast U.S.A.	x									x	
F 696	Safety With Electricity				x							
F 781	Good Health Practices	x						x			x	
F 841	Nutritional Needs Of Our Body	x									x	
F 884	Girl To Woman (Grades 5-6)*	x					x					x
F 945	Human Heredity (Grades 5-6)*						x					
F 946	Miracle Of Reproduction (Grades 5-6)*						x					
F 949	Teeth: Their Structure And Care	x						x				
F 950	Human Growth (Grades 5-6)*						x					x
F 1027	Story Of The Blood Stream	x										
F 1051	Animals Breathe In Many Ways	x										
F 1053	Food: Energy From The Sun										x	
F 1169	Smoking And You									x		
F 1179	Double Day Of Danny Dillon	x						x				
F 1218	Animals Hear In Many Ways	x										
F 1271	You And Your Ears	x						x				
F 1274	Safety In The Home				x							
F 1346	Your Environment Is The Earth				x	x		x				
F 1354	You And Your Sense Of Touch	x						x				

*Parental Permission Required

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 1355 You And Your Sense Of Smell & Taste	x						x				
F 1356 You, The Human Animal	x										
F 1357 You And Your Food	x									x	
F 1358 You And Your Five Senses	x						x				
F 1359 You, The Living Machine	x						x				
F 1360 You And Your Eyes	x						x				
F 1361 I'm No Fool In The Water				x							
F 1362 I'm No Fool Having Fun				x							
F 1363 I'm No Fool With Fire				x							
F 1364 I'm No Fool With Bicycles				x							
F 1442 Seven Little Ducks						x					
F 1493 Gateways To The Mind (Parts 1 & 2)	x										
F 1494 Hemo The Magnificent	x										
F 1534 Are Drugs The Answer?									x		
F 1630 I'll Be Seeing You									x		
F 1880 Naturally A Girl (Grades 5-6)*						x					
INSIDE/OUT SERIES											
F 1896 Because It's Fun											x
F 1897 Brothers And Sisters						x					x

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 1898 Bully											x
F 1899 But Names Will Never Hurt											x
F 1900 But They Might Laugh											x
F 1901 Buy And Buy								x			x
F 1902 Can Do, Can't Do											x
F 1903 Can I Help?											x
F 1904 Donna		x			x						x
F 1905 Getting Even											x
F 1906 How Do You show?											x
F 1907 I Want To											x
F 1908 Jeff's Company						x					x
F 1909 Just Joking						x					x
F 1910 Just One Place					x						x
F 1911 Living With Love			x			x					x
F 1912 Lost Is A Feeling						x					x
F 1913 Love, Susan						x					x
F 1914 Must I/May I						x					x
F 1915 A Sense Of Joy											x
F 1916 Someone Special											x

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RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 1917 Strong Feelings	x										x
F 1918 Travelin Shoes						x					x
F 1919 When is Help?				x							x
F 1920 Yes, I Can				x							x
F 1921 You Belong			x								x
F 1922 Break-Up (restricted use)						x					x
F 1923 Home Sweet Home (restricted use)						x					x
F 1924 I Dare You (restricted use)						x					x
F 1925 In My Memory (restricted use)						x					x
F 1929 Promo-Film for Inside/Out Series											x
F 1938 Danger: Poison				x							x
F 1952 Pollution: It's Up to You					x						x
F 1987 Noise Pollution	x			x	x		x				
F 2165 Health			x		x						
F 2178 About Bread and Butterflies (pro)											x
F 2179 Teacher Inservice											x
F 2180 Treasure Hunt											x
F 2181 Work Means											x
F 2182 Me, Myself and Maybe											x

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 2183 Decision, Decisions											x
F 2184 Schools and Jobs											x
F 2185 Taking Care of Business											x
F 2186 I Agree, You're Wrong											x
F 2187 Success Story											x
F 2188 Way We Live											x
F 2189 Planning Ahead											x
F 2190 Things, Ideas, People											x
F 2191 People Need People											x
F 2192 Our Own Two Hands											x
F 2193 Power Play											x
F 2194 Choosing Changes											x
F 2209 Water, Friend or Foe				x							
F 2213 Decision for Mike									x		
F 2239 Tobacco Problems									x		
F 2240 Alcohol Problems: What Do You Think?									x		
F 2246 Steps Toward Maturity and Health					x	x					x
F 2247 Physical Fitness and Good Health			x				x			x	
F 2248 Understanding Stress and Strain											x

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 2316 Pedestrian Signs and Signals				x							
F 2412 Environment: Everything Around Us			x		x						
F 2416 What Do You Do While You Wait?											x
F 2442 Mending Wall											x
F 2462 You Can Do Something With Acne		x			x		x	x			
F 2463 Showdown at Sweetrock Gulch	x					x					
F 2464 Doorway to Dental Health	x					x					
F 2465 I Feel Great										x	
F 2483 Bicycle Rules of the Road				x							
F 2489 Smoking: A New Focus								x			
F 2492 Emergency: Keep Your Cool				x							
F 2499 Your Mouth	x					x					
F 2504 Balance of Life in the Space Age					x						
F 2509 Water Safety: An Introduction				x							
F 2516 Food and Growth	x									x	
F 2526 Improving Your Posture	x			x						x	
F 2544 I'm No Fool With Electricity				x							
F 2546 Poison Plants				x							
F 2554 Regulating Body Temperature					x						

* Parental Permission Required

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
F 2560 Not So Easy				x							
F 2589 The Trouble With Ice				x							
F 2591 Careers in Emergency Medicine			x	x							
F 2593 Stealing											x
F 2596 Frustration											x
F 2598 Free to be You and Me	x	x				x					x
F 2604 Growing Pains (grade 6)*						x					x
F 2606 Bicycling on the Safe Side				x							
F 2610 Colds and Flu			x		x						
F 2622 I am Freedom's Child											x
F 2647 Eagle Eyed Pilot				x							x
F 2671 Free to be You and Me: Independence											x
F 2672 Free to be You and Me: Friendship and Cooperation											x
F 2673 Free to be You and Me: Expectation											x
F 2862 The Day They Tried Alcohol									x		x
F 2866 Hush Puppy's Bright Ideas			x	x				x			
F 3046 Huffless Puffless Dragon	x								x		x
F 3047 Smoking Past and Present	x								x		x
F 3048 Take Joy	x	x					x				

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11
UNITS											
UN 25 Teeth							x				
UN 270 Talking Teeth							x				
UN 285 Especially for Boys (grades 5-6)*						x				x	
UN 296 Bicycle Safety				x							
UN 357 Dental Care							x				
UN 369 Water Pollution			x		x						
UN 378 Where has the Quality of the Environment Gone?			x		x						
UN 387 Water Pollution			x		x						
UN1880 Hearing and Noise	x			x	x		x				

RESOURCE MATERIALS	CONCEPT NUMBERS										
FILMS	1	2	3	4	5	6	7	8	9	10	11

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APPENDIX

Outline of suggested course content for human growth and development including human sexuality. A **MINIMUM** of five hours should be spent on this unit preferably more.

Materials that can be used:

1. Transparencies
2. Films available
3. Resources listed in Health Curriculum Guide
4. Human relations materials and films
5. Free materials from personal products companies
6. Resource people e.g. Doctor, Nurse
7. Book "The Human Story" - Scott, Foresman
8. Question box - questions asked by students placed in a box, unsigned and answered as class session proceeds.
9. Activity cards
10. Resource materials in media center dealing with heredity

GRADE 5

I. Attitudes (could be taught to both boys and girls together)
   - A. How to get along with others - person to person relationships
   - B. Family relationships e.g.
     1. Functions of family members
     2. Sibling rivalry
     3. Common conflicts
     4. Obligations
     5. Responsibilities

II. Personal hygiene (could be taught to boys and girls together) - in general
   - A. Nutrition
   - B. Good grooming
   - C. Proper clothing
   - D. Exercise
   - E. Good health practices

III. Genetics - Basic

IV. Growth and development (boys and girls separated)
   - A. Child development from birth through puberty
   - B. Menstruation for girls - personal hygiene
   - C. Physical changes taking place in both boys and girls

V. Anatomy - Basic
   - A. Reproductive system
   - B. Correct terminology

GRADE 6

I. Attitudes (could be taught to both girls and boys together)
   - A. Responsibility and maturing
   - B. Emotional and physical stress; emotional growth; friends
   - C. Peer pressure
   - D. Family relationships

II. Personal hygiene (could be taught to both girls and boys together)
   - A. Review
   - B. Could use the acne film for this age group

III. Genetics
   - A. Review of basics
   - B. Determination of baby's sex
   - C. Twins
   - D. Birth defects - abnormalities
   - E. Alcohol, drugs, smoking, environmental effects

IV. Growth and development
   - A. Development from puberty through adulthood, marriage, old age
   - B. Reproduction and birth process

V. Anatomy
   - A. Female and male reproductive systems
   - B. How both systems complement each other